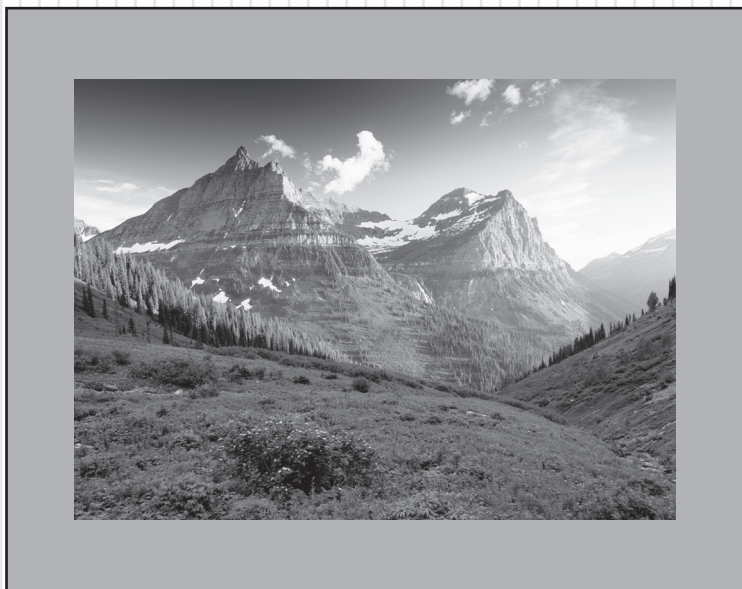


Montana
Comprehensive Assessment
System (MontCAS, Phase 2)
Criterion-Referenced Test (CRT)

COMMON CONSTRUCTED-RESPONSE ITEM RELEASE
READING, GRADE 8

2006



OFFICE OF PUBLIC INSTRUCTION

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Reading

Session 1

*You may know Jerry Spinelli as the author of books such as *Wrinker* and *Maniac Magee*. This passage is an excerpt from his book *Knots in My Yo-yo String*, which is an account of his own childhood and youth in the 1950s in Norristown, Pennsylvania. Read the passage and then answer the questions that follow.*

A Swooner in Sneakers *Jerry Spinelli*

Students read a selection titled “A Swooner in Sneakers” and then answered questions that followed. Due to copyright restrictions, the passage cannot be released to the public over the Internet. For more information, see the copyright citation below.

“A Swooner in Sneakers” from *Knots in My Yo-yo String—The Autobiography of a Kid* by Jerry Spinelli. Published by Alfred A. Knopf. Copyright © 1998 by Jerry Spinelli.

22. The author organizes his ideas into three sections: paragraphs 1 through 8, paragraphs 9 through 10, and paragraphs 11 through 13. Identify and explain the main idea of each section. Use details from each section to support your answer.

Scoring Guide

Score	Description
4	Response provides a thorough explanation of the main idea of each section. Explanation is developed and includes relevant information from each section of the passage as support.
3	Response provides an explanation of the main idea of each section. Explanation lacks some development and/or relevant information from the passage as support.
2	Response provides a partial explanation of the main ideas in the passage. Explanation is limited or lacks development and relevant details from the passage as support.
1	Response is vague/minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes

- Paragraphs 1–8: exploring the physical world by bike
- Paragraphs 9–10: exploring his interests
- Paragraphs 11–13: exploring the big questions

In section one, which include paragraphs one through eight, the main idea was how the author would go out on his own and explore. During these excursions he would show his to Davis, he would see how fast he could accelerate down Montez Hill, and once he was thirteen he would go to Valley Forge Historical Park.

In section two, which include paragraphs nine through ten, the main idea was "what" he was. He "was" in fact a salamander finder, crawfish annoyer, flat-stone creek skipper, milkweed blower, and mulberry picker, among other "careers." In section three, which include paragraphs eleven through thirteen, the author goes through a phase of self discovery. In this section he was "free to think, to wonder, and to swoon." He would think deeply about life and go through all the questions about life.

Thorough explanation of the main idea of each section (e.g. physical world, interests, big questions) with relevant information from the passage as support.

Section 1 (1-8) is mainly about all of the places the narrator went as a kid on his bike. He would ride to the zoo, past Dave Wilmoth's house, and to the railroad tracks. Section 2 (9-10) is mainly about "whats." The narrator explains how he has contemplated many careers, including paper-bag-popper, crawfish annoyner, and best-part-saler. He says they did not last long, but were merely flashes of curiosity. Section 3 (11-13) is mainly about swooning and thought. The narrator tells how he swoons over the thought of stars and galaxies, about the beginning and end of time. He mentions that these thoughts do not come while he traded baseball cards or played street football. But these thoughts came nonetheless and they left him swooning in his sneakers.

Thorough explanation of the main idea of each section (e.g. physical world, interests, big questions) with relevant information from the passage as support.

Score Point 3

Sample 1

In paragraphs one through eight the author talks about what he did as a kid when he was bored. Also he talks about how his bike helped him answer the many needs he had.

In paragraphs nine through ten he talks about what he wanted to be when he grew up. He talks about careers such as railroad car counter, dark-sky watcher, and thing of that nature. He also says that the ideas don't last very long.

In paragraphs eleven through thirteen he talks about how when he was roaming around on foot or by bike is how he discovered himself. He also talks about how space makes him dizzy and how it gives him goosebumps.

Explanation of the main idea of each section (e.g. physical world, interests, big questions) but lacks some development/relevant information from the passage as support.

Score Point 3

Sample 2

Paragraphs 1-8: The main idea of these paragraphs is that the author loved to explore and to just go out and have a good time. He was care free. He asked himself questions that show this such as - Did I want to cool off? Was I hungry?

Paragraphs 9-10: The main idea of these paragraphs is that the author was curious. He wanted to explore his possibilities. He said, "What shall I be?" He enjoyed little activities to give him a little excitement.

Paragraphs 11-13: The main idea of these paragraphs is that he was in so much awe and wonder of everything around him. He said he was made dizzy by his thoughts & he swooned in his sneakers.

Explanation of the main idea of each section (e.g. physical world, interests, big questions) but lacks some development/relevant information from the passage as support.

Score Point 2

Sample 1

Paragraphs 1 through 8 are about what the narrator thinks and feels when he is on his bike and how much fun he has. 9 through 10 are about him thinking about a career and what adults do. The last 11 through 13 is about him thinking about things like the universe and things like that, that interest him

Partial explanation of the main ideas (e.g. physical world, interests, big questions) but is limited or lacks development/relevant details from the passage as support.

Score Point 2

Sample 2

His bike helped him answer many need. If he wanted to cool off he would coast through the alley between Kohns Street and Haws Avenue. If he was hungry he could pedal to the mulberry tree in Rodger Adelman's backyard.

A kid can be anything they want to be. Many included snowball smoother, and cedar chest smeller.

By roaming around you can discover your self. He was free to think, not boxed in by rules.

Partial explanation of the main ideas (e.g. physical world, interests, big questions) but is limited or lacks development/relevant details from the passage as support.

Score Point 1

Sample 1

He would like to ride his bike a lot and take it different places in his town. He also liked trains the boxcars, tankers, flatcars, coal hoppers and the caboose to.

Minimal response to the main ideas of the passage.

Score Point 1

Sample 2

He likes to get off with his bike. He feels free and can think about stuff.

Minimal response to the main ideas of the passage.

Score Point 0

Sample 1

The Main. idea is growing up and
wearing sneakers.

Irrelevant response to the main ideas of the passage.

Score Point 0

Sample 2

He wanted to put down the different
moods he was going through.

Irrelevant response to the main ideas of the passage.

Reading

Session 3

This passage is from an article that appears on the Web site for the San Diego Zoo. Read the article and then answer the questions that follow.

So You Want to Be a Keeper?

It's hard to find someone who doesn't like animals, and many, many people want to work with them. So if you really want to pursue this career, how do you go about it? Here are answers to the frequently asked questions we get about becoming an animal keeper.



Q: Being a keeper looks like a lot of fun. Is it?

A: People often have the image of a keeper only holding and cuddling an adorable baby, such as a koala or cheetah. But there is much more to the job—animals are not just cute, cuddly things. They get sick, they bite, they die, they hurt each other, and they can hurt you, too. And the work can be hard, dirty, and tedious. You should have a realistic view of the job before making animal keeping your career objective.

Q: Is it easy getting a keeper position?

A: Like any other popular job, there are more applicants than open positions, especially when it comes to big zoos like the San Diego Zoo and

San Diego Zoo's Wild Animal Park. Competition is stiff, and one must be persistent and patient before a position may even open up. It's not unusual for our Human Resources Department to receive dozens of applicants—often from existing Zoo or Park employees—for one animal care job opening. And those applicants still have to compete with applicants who are already keepers at other zoos around the world.

Q: How do I become an animal keeper?

A: There is no single way to become a keeper, but the more education and hands-on experience you have, the better.

Education—While you're in school, learn as much as you can in your science classes. In college, choose a degree program in animal-related fields like biology, zoology, botany, ecology, conservation science, or animal behavior. Take as many different courses in those areas as you can, and graduate with a Bachelor's degree in your chosen field. (Here's a BIG hint: the competition for jobs caring for animals is so strong that you really HAVE to have a college degree these days to be considered.)

Hands-on Experience—Find opportunities to work with animals. Some potential keepers have volunteered at the Zoological Society's Center for Reproduction of Endangered Species (CRES), assisting CRES scientists and technicians. Sometimes work-study opportunities are available for college students.

Q: What are some other ways to gain animal experience?

A: Some places to look for volunteer jobs or internships might be:

- Veterinary offices
- Animal training classes (does your dog need obedience training?)
- Local Humane Society
- Local Park Service
- Wildlife rehabilitation centers (like for wolves, bears, big cats, birds of prey, and even bats)
- Animal shelters
- Farms (for domestic animals, or even ostrich, llama, or butterfly farms)
- Pet breeders (those that breed specific kinds of dogs, cats, or horses)
- Horse stables and boarding facilities
- 4-H Clubs

Q: Does it help to work in another capacity at the San Diego Zoo, such as an entry-level position?

A: It certainly doesn't hurt. There are many instances of former employees of the Zoo and Park's gift shops, food service stands, or tour guide operations moving into animal care positions. Just remember, these people also had the proper educational background and may have even obtained some animal care experience through the Zoo's internal job loan program or hands-on experience working with animals.

Q: What type of person makes a good keeper?

A: Besides education and some experience, attitude and personality play big roles, as well as a good work ethic, a positive attitude about themselves and work, good communication skills with both people and animals, and the ability to be innovative enough to find solutions to keep the animals stimulated.

Q: Are there other jobs at a zoo that will allow me to work with animals?

A: There sure are! Veterinarians, animal health technicians, laboratory technicians, field researchers, research assistants, animal behaviorists, animal trainers, and zoo educators work directly with animals.

Q: I like animals and want to work at a zoo or aquarium, but not as a keeper. What other jobs are there?

A: If it's your dream to work at a zoo or aquarium, don't limit yourself to one thing. Find out what you're good at, and find a way to use those skills to help wildlife. You can get a college degree in lots of different fields and find a job at a zoo, aquarium, research station, or conservation program that needs your skills. Keep in mind that most people who work at a zoo don't work with animals, and only about 10 percent of the jobs that open up include contact with animals. Some job examples include: accountant, security officer, architect, horticulturist, secretary, mechanic, caterer, gardener, computer programmer, graphic designer, librarian, public relations or human resources staff member, merchandising buyer, or editor.



A zookeeper at the National Zoo in Washington, D.C., gives Indian elephant Shanthi a bath while her baby Kumari watches.

67. Explain which qualities are **most** important to be a good animal keeper. Use information from the article to support your answer.

Scoring Guide

Score	Description
4	Response provides a thorough explanation of which qualities are most important to be a good animal keeper. Explanation is developed and includes relevant information from the article as support.
3	Response provides an explanation of which qualities are most important to be a good animal keeper. Explanation lacks some development and/or relevant information from the article as support.
2	Response provides a partial explanation of which qualities are most important to be a good animal keeper. Explanation is limited or lacks development and relevant details from the article as support.
1	Response is vague/minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Scoring Notes

Qualities listed in paragraph 9 with some possible support:

- good work ethic: Animals depend on their keepers to be there to care for them every day.
- positive attitude about themselves and work: The work can be routine, but the keeper must approach it as valuable and worthwhile.
- good communication skills with both people and animals: A keeper must understand the needs of the animals in his/her care and communicate those needs to the other people on the animal care team, as well as to visitors to the zoo.
- innovative: Keepers need to find ways to keep animals interested and alert in a routine zoo environment.

Score Point 4

Sample 1

There are many qualities needed to be a good animal keeper, here's a few. A good work ethic, which means you work hard and are willing to get things done without whining. Good communication skills are also important because they help you work well with other people. They also make it easier for you to explain to visitors, what you are doing with an animal. If you are innovative you can come up with new ideas to help the animals in their surroundings. It's hard for animals to stay in cages all day long, so they need some stimulation and excitement every once in a while. A positive attitude is important too because it's hard to get things done when people are being negative. I believe that having these traits will help you in any career.

Thorough explanation of which qualities are most important to be a good animal keeper with relevant information from the passage as support.

Score Point 4

Sample 2

One way to be a good keeper is to have a good attitude and personality, as in most jobs. Good work ethic, a positive attitude about yourself and work, good communication skills with both people and animals, and the ability to be innovative all play big roles in the job. Another important way is to get some hands-on experience. Look for opportunities to work with animals by volunteering at veterinary offices, animal training classes, local Humane Society, local Park Service, wildlife rehabilitation centers, animal shelters, farms, etc. Most importantly, you need a good education. Learn as much as you can in your science classes, and in college choose a degree program in animal-related fields like biology, zoology, botany, ecology, conservation science, or animal behavior. Also, be sure to graduate with a bachelor's degree in your chosen field. If you do these things you will be a wonderful keeper.

Thorough explanation of which qualities are most important to be a good animal keeper with relevant information from the passage as support.

Score Point 3

Sample 1

Some qualities for being a good animal keeper would be: having a realistic view of your job, because like the web site states in paragraph 3 animals aren't always cuddly + kind. Sometimes they bite, die, and hurt each other. Another good quality would be to have some hands on experience. For example work at Wildlife rehabilitation centers, so you ~~have~~ work with wild animals before you go ~~and~~ apply for a job as an animal keeper. One more quality is to be a type of person who can think up new ideas to keep the animals you're working with innovative.

Explanation of which qualities are most important to be a good animal keeper but lacks some development/ relevant information from the passage as support.

Score Point 3

Sample 2

An animal keeper must love working with every kind of animal because you never know which animal your working with. You also can't be afraid to do dirty work because you'll need to do clean up after the animals. You'll also need a creative mind to keep the animals from getting bored. You need to be patient with the animals as they don't always know what you want. You also need patience with finding a job, because a lot of people want to work with animals and you may not get a job the first time you apply for one.

Explanation of which qualities are most important to be a good animal keeper but lacks some development/relevant information from the passage as support.

Score Point 2

Sample 1

To be a good animal keeper, you need to have good qualities like enjoying to be around animals, to help animals if they are sick or injured, to have a good education and take the right classes, and to have a good work ethic even if you are tired or stressed out.

Partial explanation of which qualities are most important to be a good animal keeper but is limited and lacks relevant information from the passage as support.

Score Point 2

Sample 2

Some of the qualities you need are the ability to care for and understand the animals. You need to have patience with the animals because I'm pretty sure most of them don't speak your language. And most of all you need the knowledge to keep them healthy and safe.

Partial explanation of which qualities are most important to be a good animal keeper but is limited and lacks relevant information from the passage as support.

Score Point 1

Sample 1

Positive attitude, work ethic, & good communication skills.

Minimal response to the most important qualities.

Score Point 1

Sample 2

Beside education and some experience attitude and personality play big roles, as well as a good work ethic.

Minimal response to the most important qualities.

Score Point 0

Sample 1

it can be fun sometime but it can be
dangerous at the same time.

Irrelevant response to the question.

Score Point 0

Sample 2

I think how would be a good animal
keeper is my sister she really
loveds wild animals cause she
act cool

Irrelevant response to the question.

Acknowledgments

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“A Swooner in Sneakers” from *Knots in My Yo-yo String—The Autobiography of a Kid* by Jerry Spinelli. Published by Alfred A. Knopf. Copyright © 1998 by Jerry Spinelli.

So You Want to Be a Keeper? as it appeared on the Zoological Society of San Diego Web site www.sandiegozoo.org. Copyright © 2004 by the Zoological Society of San Diego.